Patterson High School

Teacher: Megan Nichols Lesson Date: Tuesday, Nov. 29

Subject: Psychology Unit Title: Lifespan and Development

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  **Common Core, Grade** 11-12 writing:  **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**  **a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**  **b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic** | | **Agenda:** *(What is the snapshot of my class flow?)*  **Do-Now**  **Speed d**ating  Notes  Film  Create Ted Talk  Closing | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Students will be able to describe Elkind’s theory of adolescence and create a Ted Talk by previewing adolescent cognitive development, speed dating, taking + creating notes, watching a model ted Talk, working independently or in pairs to create a Ted Talk and closing the day through a student lead wrap up. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
| 5 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  In your opinion, how is the adolescent mind different than the mind of a child? Explain. | |  |
| 15 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*   1. Do you think the govt. is doing a good job? Why or why not? 2. How well do you get along with your parent/guardian? Explain. 3. What do you think of most of your teachers? Explain. 4. How often do you get in arguments? Who with? Why do you think they happen? 5. Do you ever find it difficult to make a decision? What decisions are easy, what decisions are difficult? 6. Is there anything about yourself that you don’t like? (the way you look, parts of your personality, etc) 7. Is there anything about yourself that you wish you could change? 8. Do you enjoy taking risks? Why/why not?   Teacher will have students share common or interesting answers that they heard from peers. | |  |
| 15 mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will transition and explain that the uestions students just answered in speed dating align to how their brain works in adolescence; this is part of their cognitive development. Teacher will ask that as she leads students through notes, students continue to reflect and share their speed dating experiences to bring real world meaning to the theory. Teacher will use guiding questions and images to lead students to the day’s key points (see attached). Students will assist the teacher in developing a definition that she will post on the board or have a student type. | |  |
| 25 mins | **Practice as Class:** (”We do”/guided practice/teacher involved.)  Stop and jot + discussion: Are these problems? Could they be advantageous? Are these problems or do they merely come into conflict with the structures we have in place for students and adolescents? (schools, parent/child relationships, laws)  <http://www.ted.com> Kiran Bir Sethi shows how her groundbreaking Riverside School in India teaches kids life's most valuable lesson: "I can." Watch her students take local issues into their own hands, lead other young people, even educate their parents. Film focus: Students will copy these questions from the board and answer during and after the film clip.  What are students in the Riverside Schools doing? What does the lesson “I can” mean to these students? How do you think that learning this lesson might address some of the adolescent “problems” we learned about today? | |  |
| 20 mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Teacher will re-cap the purpose of a ted talk. Students will have the choice to work independently or in pairs to prepare a TED talk that would focus on changes that can be made to American high schools or to another aspect of American society. The only requirement is that the talk focuses on some element of adolescent development. Teacher will stress innovation over a “right” answer. | |  |
| Ten mins | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Will evaluate completed Ted Talks in following day’s lesson. Discussion on problems of adolescence; each student will share out on which problem they think is the worst, and which has the most potential to be rectified by viewing it differently. | |  |
| 5 mins | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Share out of Ted Talk ideas, ball toss Why it Matters and explanation of homework. | |  |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* | |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  PP slides, loaded video + speakers, ball, music for work time, strips for speed dating |
| **Notes:** |

1. Do you think the govt. is doing a good job? Why or why not?
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3. What do you think of most of your teachers? Explain.
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5. Do you ever find it difficult to make a decision? What decisions are easy, what decisions are difficult?
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